

10-23-1985

CWU Faculty Senate Minutes - 10/23/1985

Sue Tirotta

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REGULAR FACULTY SENATE MEETING
Central Washington University

October 23, 1985

Presiding Officer: Beverly Heckart
Recording Secretary: Sue Tirotta

Meeting was called to order at 3:10 p.m.

ROLL CALL

Senators: All Senators or their Alternates were present except Fairburn, Helgeson, McInelly and T. Carlson.
Visitors: Lou Bovos, Helmi Habib, David Lygre, Don Schliesman, Dale Comstock and Frank Carlson.

CHANGES TO AGENDA

- Add two items of correspondence to Communications.
- Add to Chair's Report a) Announcement of Chairs of Senate Standing Committees, and
b) Policy on Submitting Motions to Senate.

APPROVAL OF MINUTES

*MOTION NO. 2432 Clair Lillard moved and Don Black seconded a motion to approve the minutes of the October 2, 1985 meeting as distributed. Motion passed.

COMMUNICATIONS

Libby Nesselroad reported the following correspondence:

1. 10/1/85 letter from Sharon Schwindt, Health Education, re. TIAA/CREF retirement system and recommending study; referred to Retirement & Insurance Committee
2. 10/11/85 letter from Jim Hinthorne, Geology, re. elimination of Basic Skills courses in proposed Academic Plan; referred to Academic Affairs Committee
3. 10/11/85 letter from Willard Sperry, Physics, re. provision in proposed Academic Plan for adding faculty and staff to Physics Department; referred to Academic Affairs Committee
4. 10/14/85 letter from Ross Byrd, BEAM, recommending more computing facilities be added in proposed Academic Plan; referred to Academic Affairs Committee
5. 10/16/85 letter from Jim Hinthorne, Geology; Fred Cutlip, Math; Willard Sperry, Physics; and Ron Boles, Science Education, expressing concern that Academic Affairs Committee may add/delete items in the proposed Academic Plan; referred to Academic Affairs Committee
6. 10/18/85 letter from Gerald Reed, Cooperative Education, requesting inclusion of the Cooperative Field Experience Program as an Academic Program in the proposed Academic Plan; referred to Academic Affairs Committee

REPORTS

1. CHAIR

-Chair Heckart announced the names of the Senate Standing Committee Chairs/1985-86 and requested that letters pertaining to committee work be sent to them:

Academic Affairs Committee:	Don Black (Education) and Richard Hasbrouck (Chemistry)
Budget Committee:	Phil Backlund (Communications)
Code Committee:	Jack Dugan (Sociology)
Curriculum Committee:	Robert Jacobs (Political Science)
Personnel Committee:	William Vance (Leisure Services)

-Chair Heckart reminded the Senate that drafts of motions must be submitted to the Senate Executive Committee by noon of the Wednesday preceding a Senate meeting in order to be included in the agenda and voted on at that meeting.

-Robert Fuchs' resignation from CWU leaves a vacancy on the Senate Budget Committee:

*MOTION NO. 2433 Don Black moved and Phil Backlund seconded a motion that William Benson, Sociology, replace Robert Fuchs on the Senate Budget Committee. Motion passed.

-Senators should note two changes to the Senate Roster:

G.W. Beed replaces Robert Fuchs as TIE Alternate; and
Peter Burkholder replaces Raeburn Heimbeck as Philosophy Alternate.

-An additional charge has been given to the Academic Affairs Committee that permits it to recommend additions/deletions to the proposed Academic Plan.

-A new charge has been given to the Senate Code Committee asking for a Code interpretation on the length of time a merit list shall remain in force and determining how the current list shall be used.

-Chair Heckart announced that during the upcoming academic year, she will not exercise her prerogative to cast a tie-breaking vote on Senate issues/motions.

-The directors of state university Summer Schools are required to report to the State Senate Education Committee in Olympia on November 8, 1985 regarding their plans for Summer School and including fee schedules for self-support. The Director of the CWU Summer School has recommended the following fee structure, which will go to the Board of Trustees for approval at its November 1, 1985 meeting:
\$50/credit for undergraduate students up to a maximum of \$600 (full-time=12 credits);
\$67/credit for graduate students up to a maximum of \$603 (full-time=9credits).

1. CHAIR, continued
-Trustee Sue Gould has requested that the issue of a faculty advisory member to the Board of Trustees be placed on its November 1st meeting agenda.
- 1a. Registrar Lou Bovos reported on the new early registration system, with emphasis on the importance of academic advising in making the system effective. Pre-registration for winter quarter will take place in Mitchell Hall from 11/4-11/18/85 from 12:00-6:00 p.m. daily, with those students registering on 11/4-11/5 requiring permits from their academic advisor. The Senate officially recognized Mr. Bovos' exceptional work on behalf of the university.
2. ACADEMIC AFFAIRS COMMITTEE
Don Black reported that the Academic Affairs Committee is meeting with Academic Deans to discuss the proposed Academic Plan, and he reminded the Senate that there will be a Hearing on the Academic Plan on Wednesday, October 30, 1985 in SUB 204-205 from 3:00-5:00 p.m. All are urged to attend; if discussion warrants, an additional hearing will be scheduled early in November.
3. CODE COMMITTEE
Jack Dugan reported that the Code Committee will be meeting with the Budget Committee this week prior to interpreting the Faculty Code on the issue of current merit lists; the Code Committee expects to report on this issue at the next Faculty Senate meeting. The Committee is also preparing to review the current lay-off policy and suggest revisions if they are found to be necessary.
4. CURRICULUM COMMITTEE
*MOTION NO. 2434 Bob Jacobs moved the approval of University Curriculum Committee pages 782-784 and 786-795 (page 785 passed at 6/5/85 Senate meeting) with the following revisions as accepted by the Department of PEHLS:
-Page 782: Proposed Course Change/LES 490- Change "...from 150 to 750 hours of practical experience..." to read "...from 30 to 50 hours per credit of practical experience..."
-Page 787: Proposed Leisure Services Program Description- Change "The Leisure Services curriculum is designed to provide continuous development of study embracing the available body of leisure/recreation knowledge, leadership, skills, programming, supervision, administration, and services profession..." to read "The Leisure Services curriculum provides study of leisure and recreation."
Motion passed.

PAGE		
786	LES 452	Course Addition
786	LES 453	Course Addition
786	LES 455	Course Addition
786	LES 482	Course Addition
786-789	BS/Leisure Services (87 credits)	Program Change
789	ED 334	Course Addition
789	ED 448	Course Addition
789	ECE 499.1	Course Addition
789-790	BAEd/Early Childhood Education	Program Change
790	SPED 534	Course Addition
790	SPED 535	Course Addition
790-794	MEd/Special Education	Program Change
795	ED 556	Course Addition
795	ED 507	Course Addition
795	ED 512	Course Addition
795	ED 518	Course Addition
5. PERSONNEL COMMITTEE
Bill Vance reported that the Personnel Committee is formulating a definition of "scholarliness," as noted in the Faculty Code. The Personnel Committee will present an initial report on this issue at the next Senate meeting.
6. COUNCIL OF FACULTY REPRESENTATIVES (CFR)
Frank Carlson reported that the CFR held its first meeting of the 1985-86 academic year in Olympia on October 4, 1985. Officers were elected: Elroy McDermott, Chairman; James Alexander, Vice-Chairman; and Corwin King, Secretary/Treasurer. A statewide coalition of state employees will seek a supplemental appropriation from the legislature for salary increases in 1986, with the CFR strongly supporting allocation of salary monies received on an equitable basis to all faculty members, not based on merit or market considerations. The Collective Bargaining Bill will be introduced in the legislature again this year; CFR is considering proposal of an alternative collective bargaining bill if the current bill fails to gain approval.

7. BUDGET COMMITTEE

Phil Backlund reported on the University Budget Committee proposal, to increase the graduate student continuous registration fee from \$5 to \$25 annually, that will be presented to the Board of Trustees for approval at its November meeting. He also reported that the Budget Committee will be working with the Code Committee to determine the duration of the most current merit list. The Budget Committee is pursuing ideas to increase the flexibility of the Professional Growth section of the faculty salary scale.

*MOTION NO. 2435 Phil Backlund moved that the Chair of the CWU Faculty Senate be directed to write a letter to Chairs of Washington State Legislative Committees charged with developing State budget proposals. This letter should address the following two points: a) Following the Faculty Code, a salary increase should be awarded to faculty equal to the average of the top quartile of average salaries for the state selected peer institutions (this percentage is approximately 12.4%), and b) that the salary increase be given as an unspecified increase. The distribution of the increase at Central Washington University should be determined through the recommendation of the Faculty Senate after consultation with appropriate members of the administration and according to the provisions of the Faculty Code. Motion passed.

OLD BUSINESS

None

NEW BUSINESS

-Review of Merit System by Personnel Committee.

*MOTION NO. 2436 Bob Jacobs moved and Owen Pratz seconded a motion that the Senate Personnel Committee shall act as the ad hoc committee recommended in Motion No. 2422 (passed at 6/5/85 Faculty Senate Meeting) and shall recommend to the Senate by the end of fall quarter, 1985 a more fair and equitable merit system. Motion passed.

-Academic Calendar.

*MOTION NO. 2437 Owen Pratz moved and Clair Lillard seconded a motion that the number of instructional days shall be 52 for all terms in the regular academic year. Instructional time in summer terms shall be equivalent to that of the regular academic year.

*MOTION AMENDMENT NO. 2437A Bob Jacobs moved and Keith Richardson seconded a motion to change the number of instructional days in Motion No. 2437 from 52 to 53 days. Motion defeated. Vote immediately held on Motion No. 2437. Motion defeated.

*MOTION NO. 2438 Owen Pratz moved and Keith Richardson seconded a motion that the number of instructional days shall be equal for all terms in the regular academic year and shall be set by the administration after consultation with the Faculty Senate. Motion defeated.

*MOTION NO. 2439 Don Black moved and Bob Jacobs seconded a motion that the official final examination period shall begin on the Monday of the last week of each quarter of the academic year.

*MOTION NO. 2440 Wayne Klemin moved and Jeff Casey seconded a motion to table Motion No. 2439 until the next Regular Faculty Senate Meeting on November 6, 1985. Motion passed.

*MOTION NO. 2441 Keith Richardson moved and Owen Pratz seconded a motion that it shall be the policy of Central Washington University that Wednesday, Thursday, and Friday of Thanksgiving week, including 1985, shall not be days of instruction.

*SUBSTITUTE MOTION 2442 Bob Jacobs moved and Jerry Brunner seconded a motion that it shall be the policy of Central Washington University that students will be dismissed from classes at noon on the Wednesday preceding Thanksgiving Day, including 1985. Motion passed.

-Prolonged Student Absence from Class.

*MOTION NO. 2443 Jim Hinthorne moved and Don Black seconded a motion that the Faculty Senate adopt the following policy concerning prolonged absence of students from class on curricular and extra-curricular activities:

It has come to the attention of the Senate Executive Committee that certain official university activities, e.g., athletic competitions, musical or dramatic performances, exhibitions, can cause students to be absent from class for periods as long as six to seven class days and for entire examination periods. Such absences can negatively affect a student's overall performance in a course. The faculty recognizes that participation in such activities is the free choice of the student and may make a positive contribution to the student's education. Nevertheless, the faculty knows that students frequently do not foresee the demands that such participation will make, frequently overestimate their energies and abilities and suffer from confusion arising from the officially-sanctioned conflict between such activities and other equally or more important parts of the curriculum and the educational process.

In an effort to minimize for the student the negative effects of participation in

NEW BUSINESS, continued

(*MOTION NO. 2443, continued)

activities requiring prolonged absences from campus, members of the university community directing or arranging such activities shall adhere to the following guidelines:

- 1) The scheduling of such activities shall not overlap with official final examination periods,
- 2) The scheduling of such activities shall not require an absence of more than three consecutive class days, and
- 3) The scheduling of such activities shall be announced to the students far enough in advance for them to plan to complete assignments or prepare for tests.

*MOTION NO. 2444 John Agars moved and Libby Nesselroad seconded a motion to extend the meeting until 5:15 p.m. Motion defeated.

Motion No. 2443 will be placed under Old Business on the agenda for the November 6, 1985 Regular Faculty Senate Meeting.

ADJOURNMENT

Meeting was adjourned at 5:00 p.m.

* * * * * NEXT REGULAR FACULTY SENATE MEETING: NOVEMBER 6, 1985 * * * * *

COMMITTEE CHAIRS: REMEMBER TO SUBMIT MOTIONS A WEEK
IN ADVANCE IN ORDER TO INCLUDE THEM WITH THE AGENDA!!

FACULTY SENATE REGULAR MEETING
3:10 P.M., Wednesday, October 23, 1985
SUB 204-205

- I. ROLL CALL
- II. CHANGES TO AGENDA
- III. APPROVAL OF MINUTES - October 2, 1985
- IV. COMMUNICATIONS
 - 10/1/85 letter from Sharon Schwindt, Health Education, re. TIAA/CREF retirement system and recommending study
 - 10/11/85 letter from Jim Hinthorne, Geology, re. elimination of Basic Skills courses in proposed Academic Plan
 - 10/11/85 letter from Willard Sperry, Physics, re. provision in proposed Academic Plan for adding faculty and staff to Physics Department
 - 10/14/85 letter from Ross Byrd, BEAM, recommending more computing facilities be added to proposed Academic Plan
- V. REPORTS
 1. Chair
 - Ratification of new Budget Committee member: William Benson replaces Robert Fuchs
 - 2 Senate Roster changes: G.W. Beed replaces Robert Fuchs as Senate Alternate for TIE; Peter Burkholder replaces Raeburne Heimbeck as Senate Alternate for Philosophy
 - New charge to Academic Affairs Committee re. the proposed Academic Plan
 - New charge to Code Committee re. merit
 - Chair's practice re. votes
 - Summer School update
 - Update re. Faculty Advisory Member to Board of Trustees
 - 1a. -Registrar Lou Bovos: report on pre-registration
 2. Academic Affairs Committee
 3. Code Committee
 4. Curriculum Committee
 - UCC pages 782-795
 5. Personnel Committee
 6. Council of Faculty Representatives (CFR)/Corwin King (see attached report)
 7. Budget Committee (see attached motion)
- VI. OLD BUSINESS
- VII. NEW BUSINESS
 - Motion re. review of merit system by Personnel Committee (see attached motion)
 - Motion re. Academic Calendar (see attached information and motions)
 - Motion re. Policy on Prolonged Student Absence (see attached motion)
- VIII. ADJOURNMENT

COUNCIL OF FACULTY REPRESENTATIVES (CFR):

CFR held its first meetings of the 1985-86 academic year in Olympia on October 4, 1985. On the agenda were election of officers and discussion on faculty salaries:

*Election of Officers for 1985-86:

Elroy McDermott	Chairman
James Alexander	Vice-Chairman
Corwin Kins	Secretary/Treasurer

*Faculty Salaries:

Bob Waldo spoke to the council regarding the plan for a statewide coalition of state employees to seek a supplemental appropriation from the legislature for salary increases in 1986. A coalition is forming, and it is likely that the Council of Presidents will join it. Discussion was held on how the CFR could participate, either through the COP or through independent action.

As an additional item, Mr. Waldo mentioned that approximately \$120 million will accrue in the state budget in 1986. The amount required to give all state employees a 5% raise would be approximately \$118 million. It is likely, therefore, that any appropriation to raise state salaries will be smaller than 5%, with the actual method of distribution still to be determined. The CFR feels strongly that any salary monies received should be allocated equitably to all faculty members, not based on merit or market considerations.

SENATE BUDGET COMMITTEE RECOMMENDATION:

The Faculty Senate Budget Committee has a recommendation to bring to you for consideration. The motion follows:

*MOTION: The Chair of the CWU Faculty Senate is directed to write a letter to Chairs of Washington State Legislative Committees charged with developing State budget proposals. This letter should address the following two points:

- a) Following the Faculty Code, a salary increase should be awarded to faculty equal to the average of the top quartile of average salaries for the state selected peer institutions (this percentage is approximately 12.4%), and
- b) That the salary increase be given as an unspecified increase. The distribution of the increase would be determined on each campus through recommendations of the faculty senate in consultation with appropriate members of the administration.

REVIEW OF MERIT SYSTEM BY SENATE PERSONNEL COMMITTEE:

*MOTION: The Senate Personnel Committee shall act as the ad hoc committee recommended in Motion No. 2422 (passed at the 6/5/85 Faculty Senate Meetings) and shall recommend to the Senate by the end of fall quarter, 1985, a more fair and equitable merit system.

MOTIONS PERTAINING TO THE ACADEMIC CALENDAR:

*MOTION 1: The number of instructional days shall be 52 for all terms in the regular academic year. Instructional time in summer terms shall be equivalent to that of the regular academic year.

*MOTION 2: The official examination period shall consist of the Monday, Tuesday, Wednesday and Thursday of the last week of the academic year's quarters.

*MOTION 3: It shall be the policy of Central Washington University that Wednesday, Thursday and Friday of Thanksgiving week, including 1985, shall not be days of instruction.

INFORMATION REGARDING ACADEMIC CALENDARS:

Thanksgiving Holiday 1985-86 at Washington Public Institutions:

- Washington State University, Pullman:
Have off whole week of November 25-29; attend classes all day on Friday, November 22
- Eastern Washington University, Cheney:
Have off November 28-29; attend classes all day on November 27
- Western Washington University, Bellingham:
Have off November 28-29; dismissed at noon on November 27
- University of Washington, Seattle:
Have off November 28-29; attend classes all day on November 27
- Evergreen State College, Olympia:
Have off whole week of November 25-29; up to individual faculty to dismiss students early on Friday, November 22

PROLONGED STUDENT ABSENCES FROM CLASS:

The Faculty Senate adopts the following policy concerning prolonged absence of students from class on curricular or extra-curricular activities:

*MOTION: It has come to the attention of the Senate Executive Committee that certain official university activities, e.g., athletic competitions, musical or dramatic performances, exhibitions, can cause students to be absent from class for periods as long as six to seven class days and for entire examination periods. Such absences can negatively affect a student's overall performance in a course. The faculty recognizes that participation in such activities is the free choice of the student and may make a positive contribution to the student's education. Nevertheless, the faculty knows that students frequently do not foresee the demands that such participation will make, frequently overestimate their energies and abilities and suffer from confusion arising from the officially-sanctioned conflict between such activities and other equally or more important parts of the curriculum and the educational process. In an effort to minimize for the student the negative effects of participation in activities requiring prolonged absences from campus, faculty members directing or arranging such activities shall adhere to the following guidelines:

- 1) The scheduling of such activities shall not overlap with official examination periods,
- 2) The scheduling of such activities shall not require an absence of more than three class days, and
- 3) The scheduling of such activities shall be announced to the students far enough in advance for them to plan to complete assignments or prepare for tests.

CURRENT CALENDAR

-4-

CWU QUARTERLY CALENDAR

FALL QUARTER 1985

Date admissions process for Fall Quarter should
be completed to avoid late registration time
Advising and Orientation of New Students
Registration
Classes Begin
Change of Class Schedule Period
Uncontested Withdrawal Period
Last day to withdraw from classes
Veterans' Day Holiday
Thanksgiving Holidays
Final days of Instruction & Examination Period

September 1
September 21, 22, 23
September 24, 25
September 26
September 26-October 2
October 3 - October 9
October 30
November 11 (Monday)
November 28, 29
December 10, 11, 12, 13

Days of Instruction: 54 (includes examination period)

WINTER QUARTER 1986

Date admissions process for Winter Quarter should
be completed to avoid late registration time
Advising and Orientation of New Students
Registration
Classes Begin
Change of Class Schedule Period
Uncontested Withdrawal Period

Last day to withdraw from classes
Washington's Birthday Holiday
Final days of Instruction & Examination Period

December 1
January 6
January 6, 7
January 8
January 8 - January 14
January 15 - January 21

February 13
February 17 (Monday)
March 18, 19, 20, 21

Days of Instruction: 53

SPRING QUARTER 1986

Date admissions process for Spring Quarter should
be completed to avoid late registration time
Advising and Orientation of New Students
Registration
Classes Begin
Change of Class Schedule Period
Uncontested Withdrawal Period
Last day to withdraw from classes
Memorial Day Holiday
Final days of Instruction & Examination Period
Commencement

March 1
March 31
March 31, April 1
April 2
April 2 - April 8
April 9 - April 15
May 7
May 26 (Monday)
June 10, 11, 12, 13
June 14

Days of Instruction: 52

SUMMER QUARTER 1986

Date admissions process for Summer Quarter should
be completed to avoid late registration time
Special Workshops
Registration (for First and/or Second Terms)
Classes Begin
Change of Class Schedule Period (First & Full Term)
Last day to withdraw from First Term classes
Independence Day Holiday
First Term closes
Registration (for Second Term)
Classes Begin (Second Term)
Change of Class Schedule Period (Second Term)
Last day to withdraw from Second Term Classes
Second & Full Term closes
Special Workshops

June 1
June 16 - June 20
June 23
June 24
June 24 - June 27
July 3
July 4 (Friday)
July 23
July 24
July 24
July 25 - July 28
July 31
August 22
August 25 - August 29

Days of Instruction: 43

ROLL CALL 1985-86

FACULTY SENATE MEETING OF October 23, 1985

---✓---John AGARS
---✓---Joel ANDRESS
-----Jay BACHRACH
---✓---Phil BACKLUND
---✓---Don BLACK
---✓---Jerry BRUNNER
-----Todd CARLSON
---✓---John CARR
---✓---Jeff CASEY
---✓---Lori CLARK
-----Clay DENMAN
---✓---Barry DONAHUE
---✓---Jack DUGAN
---✓---A. James HAWKINS
-----Wayne FAIRBURN
---✓---Ken GAMON
-----Larry GOOKIN
-----Ken HARSHA
---✓---Richard HASBROUCK
---✓---Beverly HECKART
-----Mark HELGESON
---✓---Mike HENNIGER
---✓---Jim HINTHORNE
---✓---Robert JACOBS
-----Richard JENSEN
---✓---George KESLING
---✓---Kelton KNIGHT
---✓---Clair LILLARD
---✓---Victor MARX
-----Wells McINELLY
-----Robert MITCHELL
-----Jeff MORRIS
---✓---Libby NESSELROAD
---✓---Willa Dene POWELL
---✓---Owen PRATZ
---✓---Keith RICHARDSON
---✓---Sam RUST
---✓---Ned TOOMEY
---✓---Bill VANCE
---✓---John VIFIAN
---✓---Tom YEH

-----Gary GALBRAITH
-----John RESSLER
---✓---Rae HEIMBECK Peter Burkholder
-----Roger GARRETT
-----Ron CAPLES-OSORIO
-----G.W. BEED
-----Doug PAHL
-----William BARKER

---✓---Jim PETERSON
-----Bernard MARTIN
-----Bill BENSON
-----Randolph WISCHMEIER
-----Shelley JONES
-----Barney ERICKSON
-----Robert PANERIO
---✓---Wayne KLEMIN
-----Walter EMKEN
-----Larry LOWTHER

-----David SHORR
-----Don RINGE
-----Jim BROWN
---✓---Barbara BRUMMETT

-----Rosco TOLMAN
-----Wolfsans FRANZ

-----Don WISE

---✓---Doug PAHL
-----Jim EUBANKS
-----David GEE

-----Gary HEESACKER
-----Frank CARLSON
-----Denis THOMAS
-----Erlice KILLORN

-----William SCHMIDT

Please sign your name and return
this sheet to the Faculty Senate Secretary
directly after the meetings. Thank you.

October 23, 1985

DATE

VISITOR SIGN-IN SHEET

Lou Bova

Helmi Habib

David Lygre

Don Schlessner

Jack R Comstock

FRANK CORLSON

Central
Washington
University



Health Education Programs
Ellensburg, Washington 98926
(509) 963-2481

October 1, 1985

Dr. Beverly A. Heckart, Chair
Faculty Senate
Shaw-Smyser 100A
Central Washington University
Ellensburg, WA 98926

Dear Chairwoman Heckart:

I am writing in regard to TIAA/CREF policy. It has come to my attention that some of the existing policies, especially in regard to the retirement system, may not be in the best interest of all concerned. I understand that a most insightful study has been undertaken and reported by a Dr. Ted Haumann. I wish to ask that this report be presented and studied by our Faculty Senate and that recommendations be made to the general faculty via this body.

In advance I thank you for your consideration.

Sincerely yours,

Sharon E. Schwindt, Ph.D.
Programs Director

SES/rkb



Department of Physical Education, Health Education & Leisure Services

RECEIVED

OCT 15 1985

FACULTY SENATE

October 11, 1985

Dr. Beverly Heckart
Faculty Senate Office
CWU

In reviewing the Academic Plan materials you have provided, one new "feature" that is proposed seems to have significant potential for degrading the quality of undergraduate instruction. I refer to the proposal to eliminate the Basic Skills courses, such as Composition and Speaking.

Now the elimination of these by itself would be acceptable to me if alternatives to providing the same instruction in these skills were realistically provided for; but that is not the case. Instead, vague references are made to teaching the basic skills as part of Breadth Courses and major courses. For the courses I teach, this will not be reasonable for three reasons:

1. There is not time enough now in a quarter to teach the subject matter a quality introductory course in my field should contain; and

2. Although I can and do give practice in writing in most all courses, and students in upper division major courses get opportunities for oral presentation, I have not the time or expertise to critically review each student's abilities, provided efficient remedial help, or track the progress of each student as an individual.

3. Philosophically, I can't justify making grammar or public speaking ability a significant factor in the grade assigned to a student in a course in geology. The outside world, and most of us at CWU, view grades as representative of ability to deal with the subject matter described by the course title on the transcript. Of course, without the grade dependence, most students would not put the necessary effort into improving their Basic Skills.

An alternative is to provide non-credit workshops, short courses, etc. (supported by separate charges to students), that each student could utilize until they could pass a competency test in each Basic Skill--similar to what we do now at the remedial level with spelling, grammar and math. Of course, the fallacy here is that if the material is not remedial, but true college level work, and if it is really important that each student master it, then is not the

honest-to-goodness courses in each subject, taught by knowledgeable, skilled instructors?

I hope you will pass these thoughts on to the proper persons. If convincing arguments counter to my views can be brought to my attention, I hope someone will do so.

Sincerely,

A handwritten signature in cursive script, appearing to read "J R Hinthorne".

Dr. James R. Hinthorne
Professor of Geology

cc: Dr. Robert Brown, Dean, CLAS

Central
Washington
University

PHYSICS DEPARTMENT



Ellensburg, Washington 98926

October 11, 1985

Dr. Beverly Heckart, Chairman
Academic Senate Affairs Committee
Shaw/Smyser 100A
CWU Campus

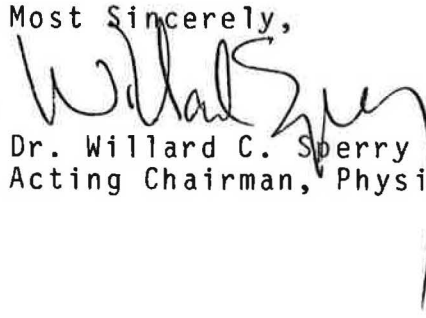
Dear Dr. Heckart:

Enclosed is a report sent to the Deans last year. It reported the then increasing work load of the Physics faculty and called attention to the fact that we no longer had a technician.

The situation has worsened in the past year. This fall, particularly because one of us is on professional leave, we have reduced the number of courses we offer and still carry an average contact-hour load of 19.5 hours! I am dismayed that the long range plan makes no provision to ameliorate this deplorable situation. Perhaps this is because we did not specifically ask for more faculty and a technician, and if so we were remiss. Let us correct this oversight now.

The Department of Physics need a technician again, and also another faculty member.

Most Sincerely,


Dr. Willard C. Sperry
Acting Chairman, Physics Department

WCS:mb

cc: Dr. Robert H. Brown, Dean
College of Letters, Arts & Sciences

Encl: Physics Department Report to
Council of Academic Deans

Central
Washington
University



Department of Business Education
& Administrative Management

216 Shaw-Smyser
Ellensburg, Washington 98926

(509) 963-2611

TO: Bev Heckart *Ross*
FROM: F. Ross Byrd, Chair
DATE: October 14, 1985
RE: Recommended Additions to the Draft of the Academic Plan

Our staff would like to recommend the following additions to page 44 of the draft which deals with faculty development.

1. Funding of professional seminars, workshops, etc. Under other activities that bear investigations, we recommend adding that all faculty should have computing power on their desks.

How about that!

jh

October 16, 1985

Dr. Beverly Heckart
Faculty Senate Executive Committee
CWU

Dear Beverly,

You made a comment at the CLAS Faculty meeting yesterday that the Senate Academic Affairs Committee's charge regarding the Academic Plan also includes the power/responsibility to recommend deletion of items from the plan and/or the inclusion of new items. We think this could result in some very poor decisions if that Committee's recommendations are ratified by the Senate and passed along as the will of the Faculty.

Our reasons for concern center on the fact that many items in the plan have complex historical backgrounds and some items are interconnected in ways which would not be obvious to faculty members outside of the specifically affected disciplines. Many department Chairs have invested long hours over the past several years educating administrators about the specific operation and needs of our departments, including ways in which they need to be staffed, equipped, and interact with one another.

We hope the Academic Affairs Committee will be very careful to educate themselves fully about departments and subjects before recommending any substantial changes for Senate approval.

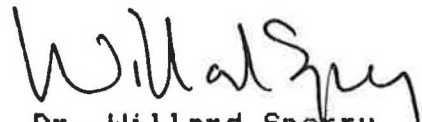
Sincerely,



Dr. James R. Hinthorne
Chairman,
Dept. of Geology



Dr. Fred Cutlip
Chairman,
Dept. of Mathematics



Dr. Willard Sperry
Acting Chairman,
Dept. of Physics



Dr. Ron Boles
Program Coordinator,
Science Education

Central
Washington
University



Office of Cooperative Education
and Internships

307 Barge Hall
Ellensburg, Washington 98926

(509) 963-2404

October 18, 1985

Dr. Beverly Heckart, Chair
Faculty Senate
C.W.U. Campus

RECEIVED

OCT 23 1985

FACULTY SENATE

Dear Dr. Heckart:

I am enclosing a document regarding proposed realignment of the Cooperative Field Experience Program as an Academic Program which I request to be considered by the Faculty Senate and/or its appropriate committee(s). This proposal is a commitment made in the recent "Towards 2000" document. I would be happy to provide additional copies as the Senate may need.

You may recall that this issue has been also related to discussion of faculty load for CFE's as outlined in the Code. When the load formula was discussed in the Code Committee last year, a suggested revision along the lines proposed in this document was determined to be inappropriate so long as CFE Program Coordinators are non-faculty.

I appreciate the Senate's consideration of this request, and would be interested in meeting with anyone who wishes additional information. The proposal has been discussed with Drs. Schliesman and Harrington.

Sincerely,

V. Gerald Reed, Director
Cooperative Education
and Internships

VGR:ew

cc: Dr. Schliesman
Dr. Harrington

Enclosure

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

LEISURE SERVICES
COURSE CHANGES

AS IT APPEARS

LES 309. Planning and Development of Park and Recreation Areas (4). Prerequisite: LES 207 or 360. Objectives, procedures and specifications for the planning and construction of park and recreation facilities.

PROPOSED

LES 309. Planning and Development of Park and Recreation Areas (4). Prerequisite, LES 201. Objectives, procedures and techniques for planning, development and construction of park and recreation areas and facilities.

AS IT APPEARS

LES 490. Contracted Field Experience (1-15) FWSp. For Leisure Services Majors only. Arranged with faculty advisor. Students spend full quarter with selected sponsoring. Leisure Services agency under supervision coordinated with college supervisor for practical on-the-job experience. Performance evaluated descriptively. Grades will be either S or U. Formerly LES 442.

PROPOSED

LES 490. Contracted Field Experience (1-15). Prerequisite, LES 320. Dependent upon option selected (under cooperative education guidelines) from 450 to 750 hours of practical experience in the agency type in which the student would like begin his or her career. Supervised by faculty and agency representatives. Requires written reports. Grade will be S or U.

AS IT APPEARS

LES 207. Foundations of Recreation (3) FWSp. History, basic philosophy, modern developments for professional application.

PROPOSED

LES 201. Foundations of Recreation (3). History, basic philosophy and modern developments for professional application. Emphasis on careers in the various recreation and leisure services agencies. Formerly LES 207.

AS IT APPEARS

LES 249. Camp Craft Skills (3) Sp. Modern trends, development of skills for outdoor living through practical experiences, planning and organizing camping events. Emphasis on northwest's natural recreation resources.

PROPOSED

LES 234. Camp Craft Skills (3). Modern trends, development of skills for outdoor living through practical experiences, planning and organizing camping events. Emphasis on northwest's natural recreation resources. Formerly LES 249.

AS IT APPEARS

LES 360. Leisure and Freedom (3) FWSp. History, philosophy and development of leisure patterns. Leisure's present and future potentiality for self realization. Individualized profile and planning for future.

PROPOSED

LES 302. Leisure and Freedom (3). History, philosophy and development of leisure, recreation and play. Development of leisure life-styles and patterns. Review of leisure role and influence in life and living. Individualized profile and planning for future. Formerly LES 360.

AS IT APPEARS

LES 321. Programming for Leisure Services. (5) FW. Prerequisite, LES 215. Theories and principles of programming; preparation of materials and resources; and practical experiences in organization and development of exemplary programs and scheduling.

PROPOSED

LES 320. Programming for Leisure Services (5). Prerequisite, LES 220. Principles and theories of planning, organizing and implementing programs in leisure services. Techniques for identifying needs; analyzing resources; promoting, implementing and evaluating services. Formerly LES 321.

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

LEISURE SERVICES CONTINUED --COURSE CHANGES

AS IT APPEARS

LES 481. Public Relations In Leisure Services (3) WSp. Practical projects in written, verbal and visual communication vital to information needs for leisure services. Planning and organizing a public relations program.

PROPOSED

LES 325. Public Relations In Leisure Services (3). Prerequisite, LES 201 or permission. Practical projects in written, verbal and visual communication vital to information needs for leisure services. Planning and organizing a public relations/communication program. Formerly LES 481.

AS IT APPEARS

LES 470. Modern Trends In Leisure Services (3) Sp. Influences of technological and socio-economic changes upon life-style in leisure.

PROPOSED

LES 420. Modern Trends In Leisure Services (3). Prerequisite, LES 320. Formerly LES 470.

AS IT APPEARS

LES 489. Leadership for the Outdoors (3). Methods and techniques for leading groups on field trips.

PROPOSED

LES 432. Leadership for the Outdoors (3). Prerequisite, LES 332. Methods and techniques of leading groups on outdoor/recreation field trips. Instruction will include classroom theory coupled with an experiential field trip. Formerly LES 489.

AS IT APPEARS

LES 449. Camp Administration (3)W. Prerequisite, LES 249. Planning, development, and administering the environmental resident camp program to coordinate the optimum learning experience and appreciation for the students' relationship with nature.

PROPOSED

LES 434. Camp Administration (3). Prerequisite, LES 234. Planning, development and administering the environmental resident camp program to coordinate the optimum learning experience and appreciation for the students' relationship with nature. Formerly LES 449.

AS IT APPEARS

LES 465. Therapeutic Recreation (3). Awareness and potentiality of leisure needs of temporarily or permanently handicapped. Adaptation of recreation activities to provide opportunities for success and satisfaction by the handicapped. Leadership techniques and programming methods.

PROPOSED

LES 450. Therapeutic Recreation (3). Prerequisite, LES 350. Overview of therapeutic recreation service, including populations served, legislation, history and philosophy, service settings, service provision, standards of practice, certification, and issues and trends. Formerly LES 465.

AS IT APPEARS

LES 464. Recreation for Aging (3)F. Understanding and appreciation of the varying stages of aging from preretirement to death and adaptive recreation programming for leisure needs. Specific leadership techniques for senior citizen centers and nursing homes.

PROPOSED

LES 454. Recreation for Aging (3). Understanding and appreciation of the varying stages of aging from preretirement to death and adaptive recreation programming for leisure needs. Specific leadership techniques for senior citizen centers and nursing homes. Formerly LES 464.

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

LEISURE SERVICES CONTINUED
COURSE CHANGES

AS IT APPEARS

LES 350. Leisure Services for Special Groups (3) W. Prerequisite, LES 321. Distinguishing leisure needs of special groups: military, handicapped, aging, teenagers, youth, family, and correctional. Observation and voluntary experience with selected groups by individual student. Development of year-round program for selected groups.

PROPOSED

LES 350. Leisure Services for Special Populations (3). Prerequisite, LES 201 or permission. Distinguishing leisure needs of special populations: mentally ill, developmentally disabled, physically disabled, aged, and incarcerated. Review of accessibility standards, observation and voluntary experiences with selected population groups. Adaptation of recreation experiences to special populations.

AS IT APPEARS

LES 480. Administration of Recreation/Leisure Services (5) FW. Prerequisites, LES 207, 215, or 360, 321. Legal and budgeting procedures; administrative organization, long-range planning, and personnel management. Practical committee and individual problem-solving projects.

PROPOSED

LES 480. Administration of Leisure Service Agencies (5). Prerequisite, LES 320. Organizational development, political infrastructure, policy development. Emphasis on personnel management, human relations, legal liability and risk management. Traditional and alternative agency resources (human, physical, financial), budget, and preparation for budget review and presentation.

LES 220. Leadership for Leisure Services (3) W. Prerequisite, LES 207. Theories and nature of play; leadership techniques for directing leisure activities for varying ages and group in creation and/or park leadership.

PROPOSED

LES 220. Leadership in Leisure Services (5). Prerequisite, LES 201 or permission of instructor. Theories and techniques of leadership applicable to the leisure services profession. Development of practical leadership techniques coupled with an understanding of appropriate leadership actions in specific situations. Three hours lecture, four hours laboratory per week. Formerly LES 215.

AS IT APPEARS

LES 242. Field Practicum (1-2) FWSp. Prerequisite, LES 215. Arr: 35 hours per quarter credit in four of the following choices of local community leisure-oriented programs: A-Church; B-College Union; C-Ellensburg Rec. Department; D-Nursery-Primary; E-Handicapped; F-Hospital; G-Nursing Home; H-Park Maintenance; I-Senior Citizens Ctrs; J-Youth Agency. Observation and practical experience in leadership. May be repeated for credit.

PROPOSED

LES 292. Practicum (1-3). Prerequisite/Corequisite, LES 220 and permission. Thirty-five "on-the-job" hours of practical experience per one (1) credit hour earned. Six (6) credit hours required for the leisure services "core." Six (6) additional hours may be applied toward the LES "elective" area. No more than three (3) credits may be earned in the same agency/program. May be repeated for credit. Formerly LES 242.

AS IT APPEARS

LES 450. Outdoor Recreation Agencies (3) W. Development on the national, state, and local level, its implications for the Northwest.

PROPOSED

LES 330. Outdoor Recreation Resource Management (3). Prerequisite, LES 201 or permission. Historical antecedents and current issues and practices in the use and management of parks, forests, wilderness areas and other North American outdoor recreation resources. Formerly LES 450.

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

LEISURE SERVICES
COURSE ADDITIONS

LES 452. Program Principles in Therapeutic Recreation (3). Prerequisite, LES 451. Development of individual and group therapeutic recreation program to include assessment, activity analysis, program content, facilitation techniques, implementation and evaluation.

LES 453. Community Special Recreation (2). Prerequisite, LES 451. The design and implementation of community special recreation programs including population identification, budgeting, accessibility standards and needs assessment.

LES 455. Concepts of Leisure Education (3). An overview of the concept of Leisure Education, including principles and philosophy, models, and practical application.

LES 482. Grantsmanship (3). Overview of the grantsmanship process including sources, process, application and administration.

**PROGRAM CHANGE
AS IT APPEARS**

LEISURE SERVICES

The Leisure Services curriculum is designed to provide continuous development of study, embracing the available body of leisure knowledge, leadership, skills, programming, supervision, administration, and services profession. Students selecting this major have five options of concentration in addition to the core courses (1) Park and Recreation Administration; (2) Recreation Leadership; (3) Specialized Recreation; (4) Outdoor Recreation; and (5) Community-School Education (Leisure-Recreation). Major: 60 quarter hour credits — Electives with advisement.

Student must take courses in at least two disciplines in their selected option.

Bachelor of Arts Leisure Services Major

CORE COURSES:	Credits
LES 207, Foundations of Recreation	3
LES 215, Leadership for Leisure Services	3
LES 360, Leisure and Freedom	3
LES 242, Field Practicum	4
LES 321, Programming for Leisure Services	5
LES 481, Public Relations in Leisure Services	3
LES 490, Contracted Field Experience	15
	<hr/> 38

SELECT 24 ELECTIVE CREDITS	
from the following with advisement	24
	<hr/> 60

Park and Recreation Administration

LES 309, Planning and Development of Park/Recreational Facilities	4
LES 409, Maintenance/Supervision Parks/Recreation	4
LES 410, Park Site Planning & Design	4
LES 480, Administration of Recreation/Leisure Services	5
ACCT 301, Accounting	5
BSAD 381, Management of Human Resources	5
BSED 146, Accounting	5

Recreation Leadership

LES 249, Camp Craft Skills	3
DR 312, Creative Dramatics	4
MUS 326, Music in the Classroom	3
ART 330, Art in the Elementary-Prim	3
LES 335, Playground Leadership	3
PSY 346, Social Psychology	4

Specialized Recreation

LES 249, Camp Craft Skills	3
DR 312, Creative Dramatics	4
SPED 301, Introduction to Exceptional Students	4
LES 350, Leisure Services for Special Groups	3
PE 361, Physical Education for Handicapped	3
SPED 415, Learning Prob. of Exceptional Students I	4
LES 464, Recreation for Aging	3
LES 465, Therapeutic Recreation	3

Outdoor Recreation

BOT 365, Dendrology	4
LES 249, Camp Craft Skills	3
GEOL 350, Northwest Geology	3
LES 450, Outdoor Recreation Agencies	3
LES 489, Leadership for the Outdoors	3

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

LEISURE SERVICES

PROGRAM CHANGE CONTINUED

Community Education

LES 249, Camp Craft Skills	3
HOFS 234, Introduction to Family Studies	3
LES 335, Playground Leadership	3
LES 449, Camp Administration	3
LES 460, Community Education (Leis.-Rec.)	3
LES 489, Leadership for the Outdoors	3
SOC 330, Sociology of Leisure	5

**Bachelor of Arts
Leisure Services Minor**

	Credits
LES 207, Foundation of Recreation	3
LES 215, Leadership for Leisure Services	3
LES 360, Leisure and Freedom	3
LES 242, Field Practicum	4
LES 321, Programming for Leisure Services	5
Electives selected with advisement	2
	<hr/> 20

**Bachelor of Arts
in Education
Leisure Services Minor**

	Credits
LES 207, Foundation of Recreation	3
LES 215, Leadership for Leisure Services	3
LES 360, Leisure and Freedom	3
LES 449, Camp Administration	3
LES 460, Community Education	3
LES 489, Leadership for the Outdoors	3
Electives selected with advisement	2
	<hr/> 20

PROPOSED

LEISURE SERVICES

The Leisure Services curriculum is designed to provide continuous development of study embracing the available body of leisure/recreation knowledge, leadership, skills, programming, supervision, administration, and services profession. Students selecting this major have three options of concentration in addition to the core courses (1) Generalist; (2) Outdoor Recreation; and (3) Therapeutic Recreation. Major: 81-87 quarter hour credits. Electives with advisement.

BACHELOR OF SCIENCE

LEISURE SERVICES MAJOR

Core Courses:

Credits

LES 201	Foundations of Recreation	3
LES 220	Leadership in Leisure Services	5
LES 292	Field Practicum	6
LES 301	Professional Development in Leisure Services ...	3
LES 302	Leisure and Freedom	3
LES 320	Programming for Leisure Services	5
LES 325	Public Relations in Leisure Services	3
LES 330	Outdoor Recreation Resource Management	3
LES 350	Leisure Services for Special Populations	3
LES 420	Modern Trends in Leisure Services	3
LES 480	Administration of Leisure Service Agencies	5
LES 490	Contracted Field Experience	15

TOTAL .. 57

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

LEISURE SERVICES CONTINUED
PROGRAM CHANGE

Generalist Option:

1. All Core Courses SUBTOTAL .. 57
2. Elective Credits (with advisement) .. SUBTOTAL .. 24
 - A. Any LES prefix course is acceptable.
 - B. Only six (6) credits of LES 393 may be taken to fulfill this requirement.

TOTAL .. 81

Outdoor Recreation Option:

1. All Core Courses SUBTOTAL ... 57
2. Twenty-four (24) credits from the following courses:
(with advisement)

GEOG 107	Introduction to Physical Geography (5 cr.)
PEID/PEAQ	Any four (4) credits from PEAQ 118, PEID 128, PEID 129, PEID 130, PEID 131, PEID 132, PEID 133, PEID 134, PEID 137. (1 cr. ea.)
LES 234	Camp Craft Skills (3 cr.)
BISC 302	Human Ecology (4 cr.)
BISC 315	Biology of Washington (3 cr.)
LES 332	Wilderness Skills (3 cr.)
GEOG 384	Introductory Cartography (5 cr.)
LES 431	Resident Camp Programming (3 cr.)
LES 432	Leadership for the Outdoors (3 cr.)
LES 433	Outdoor Adventure Programming (3 cr.)
LES 434	Camp Administration (3 cr.)

SUBTOTAL ... 24

TOTAL ... 81

Therapeutic Recreation Option:

1. All Core Courses SUBTOTAL ... 57
2. Each of the following courses:

PE 250	Anatomy I (3 cr.)
PE 251	Anatomy II (3 cr.)
ZOO 270	Human Physiology (5 cr.)
SPED 301	Introduction to Exceptional Student (4 cr.)
PE 356	Kinesiology (3 cr.)
LES 393G	Therapeutic/Rehabilitation Related Agencies (1 cr.)
LES 451	Therapeutic Recreation (3 cr.)
LES 452	Program Principles in Therapeutic Recreation (3 cr.)
LES 453	Community Special Recreation (2 cr.)
LES 455	Concepts of Leisure Education (3 cr.)

SUBTOTAL ... 30

TOTAL ... 87

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

LEISURE SERVICES CONTINUED
PROGRAM CHANGE

LEISURE SERVICES MINOR

LES 201	Foundations of Recreation	3
LES 220	Leadership in Leisure Services.....	5
LES 302	Leisure and Freedom	3
LES 292	Field Practicum	4
LES 320	Programming for Leisure Services	5
TOTAL		20

LEISURE SERVICES MINOR (EDUCATION)

LES 201	Foundations of Recreation	3
LES 220	Leadership in Leisure Services	5
LES 302	Leisure and Freedom	3
LES 432	Leadership for the Outdoors	3
LES 434	Camp Administration	3
LES 455	Concepts of Leisure Education	3
TOTAL ...		20

EARLY CHILDHOOD EDUCATION
COURSE ADDITIONS

ECE 334. ECE Curriculum: Kindergarten-Primary (3). Prerequisite, ECE 331 or 332 or Psy 314. Historical influences and knowledge of child development, psychological theories and contemporary models as bases for curriculum development and implementation in kindergarten through primary settings. ECE 334 and ED 334 are the same course. Student may not receive credit for both.

ED 448. Parent Involvement (3). Parent-child and parent-school interactions as educational and developmental aids. Emphasis upon the school's use of the home and community for educational purposes. Ed 448 and ECE 448 are the same course. Student may not receive credit for both.

ECE 499.1. Issues in Early Childhood Education (3). Concurrent enrollment in ECE 493.1 required.
PROGRAM CHANGE

AS IT APPEARS

BACHELOR OF ARTS IN EDUCATION EARLY CHILDHOOD EDUCATION MAJOR

Students who elect the ECE major must also complete the Professional Education sequence and the Elementary School Professionalized Subjects Minor. ED 300 (September Experience) and ED 442 (Student Teaching) will be taken at the pre-primary or primary level.

Normally, the students majoring in ECE will be asked to take ECE 292, 331, and 332 as the initial portion of their major studies.

A total of no more than 12 credits of practicum (493.1, 493.2) may be used to satisfy requirements. Successful completion of ECE 495 is expected before endorsement for student teaching. Exceptions may be granted by the Division Head in unusual circumstances. ECE 292, 493.1 and 493.2 will be graded S or U.

Required	Credits
ECE 292. Assisting in the Child-Centered Classroom	5
ECE 331. Child Development	3
ECE 332. Theories in Child Development	3
ECE 333. ECE Curriculum	3
ECE 445. Parent Involvement	3
ECE 493.1. Practicum in ECE	6-10
ECE 495. Teaching in the Early Childhood Classroom	3
	28-32
Electives approved by Division Head, ECE, to make a total of 45 credits	13-17

June 6, 1985

790

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

EARLY CHILDHOOD EDUCATION CONTINUED

PROPOSED

BACHELOR OF ARTS IN EDUCATION

EARLY CHILDHOOD EDUCATION MAJOR

Students who elect the ECE major must also complete the Professional Education sequence and the Elementary School Professionalized Subjects Minor. ED 300 (September Experience) and ED 442 (Student Teaching) will be taken at the pre-primary or primary level.

Students are advised to take ECE 292, 331, and 332 as the initial portion of their studies. Successful completion of ECE 493.1 is expected before student teaching. Exceptions may be granted by the ECE Division Head in unusual circumstances. ECE 292 and 493.1 will be graded S or U.

Required	Credits
ECE 292. Assisting in the Child-Centered Classroom	5
ECE 331. Child Development	3
ECE 332. Theories in Child Development	3
ECE 333. ECE Curriculum: Pre-Kindergarten	3
ECE 334. ECE Curriculum: Kindergarten-Primary	3
ECE 448. Parent Involvement	3
ECE 493.1. Practicum in ECE	12
ECE 499.1. Issues in Early Childhood Education	<u>3</u>
	35
ECE Elective coursework or other coursework approved by the ECE Division Head	<u>10</u>
TOTAL	45

SPECIAL EDUCATION
COURSE ADDITIONS

SPED 534. The Bilingual Exceptional Student (3). Prerequisites, SPED 301, graduate standing or permission of instructor. Develops knowledge of cultural and linguistic factors affecting the education of minority handicapped students.

SPED 535. Curriculum for Bilingual Mildly Handicapped Students (3). Prerequisites, SPED 301, graduate standing or permission of the instructor. A sociocultural approach to instructional program planning and implementation in regular and resource classrooms, with an emphasis on mainstreaming.

PROGRAM CHANGE
AS IT APPEARS

MASTER OF EDUCATION
SPECIAL EDUCATION

Program Coordinator:
George C. Grossman
Black Hall 34

The Master of Education with specialization in Special Education is designed to provide graduate level study in the various areas of Special Education.

Prerequisites. The student must have an undergraduate major in Special Education or teaching experience. Students without undergraduate preparation in Special Education will be required to take certain background courses in Special Education.

June 6, 1985

791

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

SPECIAL EDUCATION CONTINUED
PROGRAM CHANGE

Program. The student will complete at least 45 credits as outlined by selecting either the Mildly/Moderately Handicapped or the Severely/Profoundly Handicapped option. The student will file an approved Course of Study with Graduate Admissions and Records in consultation with a major advisor from Special Education and his Graduate Committee.

Required Courses:

Credits

Education Foundation and Research

Courses (see page 45).....9

ED 700, Thesis or option.....6

15

Special Education Core

SPED 512, Educational Rights of the Handicapped.....3

SPED 513, Introduction to Mental Retardation.....3

SPED 520, Introduction to Learning Disabilities.....3

SPED 567, Introduction to Behavioral Disorders.....3

SPED 581, Current Issues in Special Education.....3

(may be repeated and counted as an elective).....1

13

Students will elect one of the following
options:

Mildly/Moderately Handicapped

SPED 521, Diagnostic Techniques for the
Mildly/Moderately Handicapped.....3

SPED 522, Remediation of Learning
Disorders of the Mildly/Moderately
Handicapped.....3

SPED 523, Curriculum for the Mildly/
Moderately Handicapped.....3

SPED 585, Administration and Supervision
of Programs for Mildly/Moderately
Handicapped.....3

12

June 6, 1985

792

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

SPECIAL EDUCATION CONTINUED

Severely/Profoundly Handicapped

SPED 514, Diagnosis and Program Development for the Severely/Profoundly Mentally Retarded.....	3
SPED 515, Program Delivery for the Severely/ Profoundly Handicapped.....	3
SPED 568, Diagnosis and Program Development for the Severely/Profoundly Emotionally Disturbed.....	3
SPED 586, Administration and Supervision of Programs for the Severely/Profoundly Handicapped.....	3

12

Guided Electives.....	5
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45

For entry to the program leading to the Program Administrator's Certificate in Special Education, three years of certified service in a K-12 educational setting is required. Candidates without background preparation and/or experience in Special Education will be required to take additional credits prior to full admittance to the program. The initial Director of Special Education certificate is valid for four years of service and may be renewed for three years.

Candidates must, in addition to a master's degree in Special Education, Counseling or Psychology, complete the following courses:

	<u>Credits</u>
ED 580, Educational Administration.....	5
ED 561, School Supervision.....	3
ED 587, Educational Grants Management & Budget.....	3
*SPED 682, Internship in Special Education School Administration.....	16
	<u>27</u>

*Internship-Internship for one year. Special Education 682: 16 credits.
No more than (4) credits may be applied to the master's degree.

June 6, 1985

793

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

SPECIAL EDUCATION CONTINUED

PROPOSED (Changes are Underlined)

MASTER OF EDUCATION

SPECIAL EDUCATION

Program Coordinator:

Special Education Division Chairman

Black Hall 34

The Master of Education with specialization in Special Education is designed to provide graduate level study in the various areas of Special Education.

Prerequisites. The student must have an undergraduate major in Special Education or teaching experience. Students without undergraduate preparation in Special Education will be required to take certain background courses in Special Education.

Program. The student will complete at least 45 credits as outlined by selecting one of three options: The Mildly/Moderately Handicapped, the Severely/Profoundly Handicapped, or the Culturally Different Mildly Handicapped. The student will file an approved Course of Study with Graduate Admissions and Records in consultation with a major advisor from Special Education and his Graduate Committee.

Required Courses:

Credits

Education Foundation and Research

Courses (see page 45).....9

ED 700, Thesis (or Option).....6

15

Special Education Core

SPED 512, Educational Rights of the Handicapped.....3

SPED 513, Introduction to Mental Retardation.....3

SPED 520, Introduction to Learning Disabilities.....3

SPED 567, Introduction to Behavioral Disorders.....3

SPED 581, Current Issues in Special Education

(may be repeated and counted as an elective).....1

13

Students will elect one of the following options:

Mildly/Moderately Handicapped

SPED 521, Diagnostic Techniques for the

Mildly/Moderately Handicapped.....3

SPED 522, Remediation of Learning

Disorders of the Mildly/Moderately

Handicapped.....3

SPED 523, Curriculum for the Mildly/Moderately

Handicapped.....3

SPED 585, Administration and Supervision

of Programs for Mildly/Moderately

Handicapped.....3

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

SPECIAL EDUCATION CONTINUED
PROGRAM CHANGE

Severely/Profoundly Handicapped

SPED 514, Diagnosis and Program Development for the Severely/Profoundly Mentally Retarded.....	3
SPED 515, Program Delivery for the Severely/Profoundly Handicapped.....	3
SPED 568, Diagnosis and Program Development for the Severely/Profoundly Emotionally Disturbed.....	3
SPED 586, Administration and Supervision of Programs for the Severely/Profoundly Handicapped.....	3

12

Guided Electives.....5

Culturally Different Mildly Handicapped

SPED 521, Diagnostic Techniques for the Mildly/Moderately Handicapped.....	3
SPED 534** The Bilingual Exceptional Student.....	3
SPED 535** Curriculum for Bilingual Mildly Handicapped Students.....	3
SPED 585, Administration and Supervision of Programs for Mildly/Moderately Handicapped.....	3
ED 433, Educational Linguistics.....	5

17

Total Credits Needed: 45

For entry to the program leading to the Program Administrator's Certificate in Special Education, three years of certified service in a K-12 educational setting is required. Candidates without background take additional credits prior to full admittance to the program. The initial Director of Special Education certificate is valid for four years of service and must be renewed for three years.

Candidates must, in addition to a master's degree in Special Education, Counseling or Psychology, complete the following courses:

ED 580, Educational Administration.....	5
ED 561, School Supervision.....	3
ED 587, Educational Grants Management & Budget.....	3
SPED 512 Educational Rights of the Handicapped.....	3
SPED 585 Administration and Supervision of Programs for Mildly/Moderately Handicapped.....	3
SPED 682*, Internship in Special Education School Administration.....	16

*Internship for one year. Special Education 682: 16 credits.
No more than (4) credits may be applied to the master's degree.

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

EDUCATION

COURSE ADDITIONS

ED 556. Bilingual Education Curriculum (3). Prerequisite, ED 435 or permission of instructor. Planning, implementation and evaluation of the bilingual education program curriculum for the elementary school.

ED 507. Studies and Problems in Intercultural Education (3). Research and analysis of models in intercultural/interpersonal school relations. Awareness of the student/teacher relationship in creating school climate in multicultural settings. Analysis of the principles used to interpret these interactions, and practice in brief interventions involving staff, teachers and students.

ED 512. Legal Rights of the Limited English Proficient (2). Historical developments and legal foundations in bilingual education with particular attention to Washington State law and federal legislation.

ED 518. Studies and Problems in Educational Linguistics (2). Prerequisites, ED 433 or English as a Second Language (ESL) methods course, or equivalent, and classroom experience. Study of problems related to educational linguistics and second language instruction.

Central
Washington
University



Faculty Senate

Bouillon 240
Ellensburg, Washington 98926

(509) 963-3231

October 30, 1985

Dr. Donald Garrity
President's Advisory Council
Central Washington University
Ellensburg, WA 98926

Dear Dr. Garrity:

In relation to the meeting of the President's Advisory Council on November 4, 1985, with the announced agenda of the Academic Calendar, I should like to report to you that the issue of the Thanksgiving recess was taken to the Faculty Senate by the Senate Executive Committee on October 23, 1985. The motion that finally emerged on the Senate floor was as follows:

It shall be the policy of Central Washington University that students will be dismissed from classes at noon on the Wednesday preceding Thanksgiving Day, including 1985.

The motion passed by a show of hands: 18 to 11 (The Senate minutes will not show the count because the word processor malfunctioned in the middle of typing up the minutes, and the secretary completed them from memory, spending all afternoon in the process).

Apart from the representation by Don Schliesman of the position of the Council of Academic Deans, the senators from English and Accounting were the only ones to speak against the motion. Senators absent from the meeting were Todd Carlson (Student), Wayne Fairburn (Business Administration), Wells McInelly (Counseling), and Robert Mitchell (Physics). Thus the overwhelming majority of senators from a broad academic spectrum was present.

Strongly in favor of the policy passed by the Faculty Senate is not only the wide majority of the senators' vote but also the fact that the practice of dismissing classes at noon on the day before Thanksgiving is long-standing. A spot-check of the university's catalogues revealed that it was official at least as long ago as 1965, and the discussion in the Senate indicated it goes back into the 1950's. Further, a survey of other public and private, four-year colleges and universities in Washington yielded the information that we would not be the only one dismissing classes at noon. The details of that survey are listed in an attachment to this letter.

It may be objected that a recess of classes at noon on the day before Thanksgiving will cause an unwarranted shortage of instructional days. Yet this year, the number of instructional days scheduled already stands at 159; that is $1\frac{1}{2}$ instructional days more than in 1984-85 and $2\frac{1}{2}$ more than in the academic years 1983-84, 1982-83, and 1981-82. Thus even the cancellation of one-half day in this academic year will not cause a shortage in relation to the schedule of the recent past.

Although I'm sure there will be further discussion of this issue on November 4, the above information is offered as a supplement to the majority vote of the Faculty Senate.

Sincerely,

A handwritten signature in cursive script that reads "Beverly Heckart".

Beverly Heckart, Chair
Faculty Senate

enclosure

cc: Dr. E. Harrington, Vice President for Academic Affairs

THANKSGIVING HOLIDAY 1985 -
WASHINGTON STATE 4-YEAR EDUCATIONAL INSTITUTIONS

1) Schools dismissing at noon on the day before Thanksgiving:

- Pacific Lutheran University, Tacoma (released at 12:50 p.m.)
- Walla Walla College, College Place (released at noon)
- Western Washington University (released at noon)

2) Schools dismissing all day on the day before Thanksgiving:

- Gonzaga University, Spokane
- Seattle University, Seattle
- Whitworth College, Spokane

3) Schools dismissing the whole Thanksgiving week:

- Evergreen State College, Olympia (up to individual faculty to dismiss students early on Friday, November 22)
- Washington State University, Pullman
- Whitman College, Walla Walla

4) Schools holding class all day on the day before Thanksgiving:

- Eastern Washington University, Cheney
- St. Martin's College, Lacey
- Seattle Pacific University, Seattle
- University of Puget Sound, Tacoma
- University of Washington, Seattle